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ABSTRACT

The evaluation, or feedback, phase is considered an integral component in the development of the Social Learning Curriculum. Evaluation is based on the understanding that the educational process depends upon interaction of the contents, the teachers, and the students, which in combination significantly affect implementation of the Curriculum. To collect data from the field test teachers on each of these variables, three forms were developed: 1) Evaluation Sheets to cover the substantive content, teaching procedures, instructional materials; 2) Teachers' Data Form; 3) Students' Data Form (Educable Mentally Retarded). Analysis of the quantitative ratings and qualitative comments made by teachers provides an index of the needs for and magnitude of curriculum revision, and the relationship between the teachers' reaction to the Curriculum and the demographic characteristics of the teachers and their classes. The data are compiled and analyzed in SO 000 140 SO 000 141, SO 000 156, SO 000 157, and SO 000 158, SO 000 004, SO 000 099, and SO 000 139 are additional related documents. (SBE)

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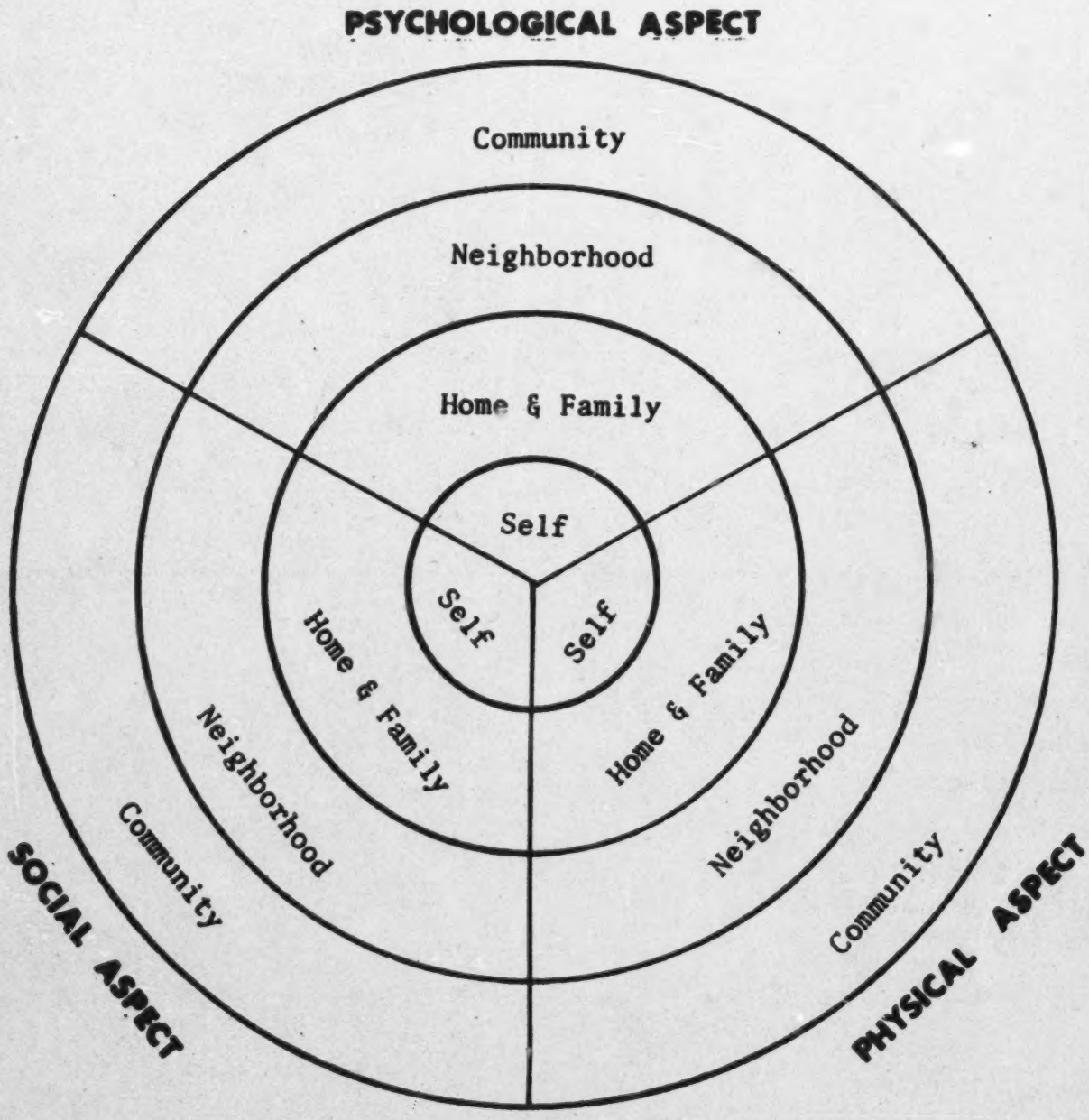
EVALUATION REPORT NO. 1

SOCIAL LEARNING CURRICULUM AND EVALUATION



Social Learning Curriculum
F.C.S. Yeshiva University, New York, N.Y.
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SO 000 138

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INTRODUCTION

The evaluation, or feedback phase, is an integral component in the development of the Social Learning Curriculum (SLC). Although the materials incorporated in the SLC have been carefully selected by experts in the field of mental retardation, the practicality of the curriculum as a useful classroom tool must be carefully evaluated.

In order to insure a sufficient basis for the evaluation, we have asked teachers from many sections of the country to participate in field testing the SLC. These teachers are being asked to use the SLC with their classes and indicate those sections of the curriculum which are in need of improvement or revision. In addition to indicating what should be changed, teachers are encouraged to give suggestions as to how they would alter, or actually did alter, the SLC to make it more appropriate for their classes.

It should be noted that only suggestions and negative comments are sought. This form of evaluation has evolved as a result of the Center's effort to minimize the amount of time teachers must spend evaluating the curriculum. The most important information for the curriculum revision is contained in the criticisms of poor or inappropriate activities and the suggestions as to how activities may be improved. The restriction of the major portion of the evaluation to these comments and suggestions means that many sections of the curriculum will require no comment at all, and the time needed to evaluate the curriculum will be considerably reduced.

Teachers are asked to return the completed evaluation to the Curriculum Center by the date suggested on the first page of the Phase. This date is

suggested to insure that the evaluations will arrive at the Center in time to be considered in the revision of the Phase. The length of time allotted for teaching the Phase should be sufficient. If it is not, teachers are urged to inform the Center that their evaluation will be delayed and indicate the date by which they plan to finish the Phase. The teachers may then return the completed evaluation after they have finished teaching the Phase. This is preferable to sending in part of the evaluation at the suggested date, and the remainder when the Phase has been completed.

Guidelines for field-test teachers evaluating the SLC are summarized in Appendix A.

WHAT IS EVALUATED

The evaluation is based on the understanding that the educational process depends upon the interaction of the content (or curriculum), the teachers and the students. Each of these factors is a composite of numerous variables which may have a significant effect on the implementation of the SLC. To provide sufficient feedback on the SLC, it is necessary to do justice to each of these variables. Towards this end we developed three forms:

1) Evaluation Sheets

The Evaluation Sheets are designed to cover the evaluation of the substance--the content of the curriculum. These sheets are included in the Phase booklet and are perforated so that they may be torn out of the booklet and returned to the Curriculum Center. There are five types of Evaluation Sheets included in each Phase:

a) FIRST EVALUATION SHEET: FOR TEACHERS WHO CANNOT TEACH THIS PHASE

If a teacher cannot use a Phase, he is required to complete the

First Evaluation Sheet and return it to the center. The information on this form is important for the evaluation of the curriculum, and will enable the Center staff to determine which other Phase may be better suited for the particular class.

b) EVALUATION OF INTRODUCTION

Teachers are asked to indicate the sections about which they have strong negative feelings in the boxes at the top of the page. Teachers are asked to comment on these sections on the lower portion of the page. Dimensions suggested for teachers' consideration are: "Not Helpful," "Inappropriate," "Unusable," "Unclear," "Unmanageable" and "Incomplete."

c) EVALUATION OF TEACHING PROCEDURES

In the teaching procedures, the evaluation is to be done on the section of the page under the title "Evaluation Sheet." These sections, like the other Evaluation Sheets,are perforated so that they may be detached from the booklet. The boxes at the upper part of the Evaluation Sheet are for teachers to identify the activity (or activities) which they think should be improved because they are too difficult, too easy, not clear, too detailed, incomplete or inappropriate. There is also space provided to indicate if the activity has not been used. A space for comments is provided beneath the boxes.

d) EVALUATION OF CHARTS, RESOURCE MATERIALS AND INSTRUCTIONAL AIDS

This page is similar to the page described in (b) above.

e) OVERALL EVALUATION

This Evaluation Sheet covers the entire Phase rather than any

specific section. On this Evaluation Sheet, teachers are asked to rate a five-point scale from "agree strongly" to "disagree strongly" on eleven dimensions of the curriculum. Teachers are also asked to indicate the pace of their instruction and any other suggestions or comments they wish to make.

In order to make sure that the evaluation is carried out correctly, teachers are advised to carefully read the "Teachers' Evaluation Instructions," and the "Sample Evaluation Sheet" in each Phase. It is suggested that the evaluation be made as each section is taught or read (for those sections which are not taught), rather than postponed until after the entire Phase has been completed. If the teachers do not have any negative feeling about an activity or any suggestions, they are asked to leave the Evaluation Sheet for that activity blank. As soon as the evaluation of the Phase is finished, all Evaluation Sheets should be placed in the envelope provided, and sent back to the Curriculum Center.

2) Teachers' Data Form

We have already noted that the curriculum does not exist in a vacuum, but in constant interaction with the teacher and the student. In order to properly utilize the teachers' evaluation of the Phase we must know something about each teacher, such as the amount and kind of training and experience he has had. For this purpose we have designed the Teachers' Data Form. Important teacher variables which are not covered in this form will be investigated at a later date. A copy of the Teachers' Data Form has been placed at the end of this report.

3) Students' Data Form

We must also know something of each student, such as his age, sex, intellectual handicaps, physical and emotional handicaps, and social background. The social background is particularly important since it will bear directly upon the relevance of the substance of the SLC. Ethnic background, socio-economic status, exposure to other language cultures, urban or rural area of residence are important components of the student's social background. The Students' Data Form was designed to assist us in gathering this information.

4) In addition to the information requested in the Students' and Teachers' Data Forms, it is necessary to determine the over-all characteristics of each educational setting. In this regard, a Classroom Data Form is provided. This form, like the others, should be returned to the Curriculum Center as soon as possible.

Copies of each of the Data Forms have been placed at the end of this report. The Data Forms are perforated so that they may be detached from the booklet. Teachers who decide to participate in the field testing are requested to complete the Data Forms and mail them to the Curriculum Center in the return envelope as soon as possible.

UTILIZATION OF THE EVALUATION SHEETS

Two types of data are obtained through the Evaluation Sheets: quantitative ratings and qualitative comments.

The rating scores are used in two ways. First, they provide an index of which sections of a Phase are in need of revision and along which dimensions the revisions are needed. Second, the rating scores can be used to study the relationship between the teachers' reaction to the curriculum and the demographic characteristics of the teachers and their classes.

The teachers' qualitative comments on each section or activity are tabulated to further define problem areas and determine what revisions are necessary. Since qualitative comments are open ended, the number of teachers making similar comments is not necessarily an index of the comment's importance. A comment made by only one teacher may be very important. The Development Staff will evaluate each statement on its own merits, as well as by the number of teachers who made similar comments.

UTILIZATION OF THE DATA FORMS

The Teachers' Data Form and the Students' Data Form have been specially designed to prevent valuable information from being lost. By analyzing the teacher evaluation in terms of the teacher and student variables, we can examine trends in the comments of teachers from various geographical regions, with various degrees of experience, and various types of classes, e.g., handicapped, socially disadvantaged, rural, etc. The advantage of this approach is that although fifteen similar comments in a group of four hundred and fifty teachers may not receive close attention, fifteen comments in a group of twenty-five teachers from rural areas would receive close attention. For this reason, each item in the Teachers' Data Form and Students' Data Form is of particular importance. The forms might have been shortened by deleting some items, but for each deleted item, some teachers and students would have been deprived of the opportunity to make their opinions known.

CONFIDENTIALITY

The confidentiality of all forms and correspondence is strictly enforced. The use of names on the Students' Data Form has been avoided. When teachers' and supervisors' names appear on forms, they are immediately trans-

formed into code numbers when the forms are received by the Center. The lists for converting code numbers into names of individuals are closely safeguarded. These lists are available only to the field coordinator and the research staff for the purpose of checking whether all the forms have been received, or in order to contact teachers for additional information. All tabulations are carried out on the basis of code numbers, and no results will appear bearing the name of any individual.

In summary, let us stress the fact that teachers' comments on the Evaluation Sheets are an integral part in the development of the SLC, and that the Teachers' Data Form and the Students' Data Form allow the curriculum developers to make the fullest use of teachers' evaluations by attending to the special characteristics of the teachers and their students.

APPENDIX A:

GUIDE LINES FOR FIELD-TEST TEACHERS EVALUATING THE SOCIAL LEARNING CURRICULUM

Step 1: Read Evaluation Report No. 1: Social Learning Curriculum Evaluation. Fill out Teachers' Data Form and the Students' Data Form and send these forms back to the Curriculum Center at the beginning of each school year.

Step 2: Read Teachers' Evaluation Instructions and the Sample Evaluation Sheet in each Phase carefully.

Step 3: If you cannot use this Phase and prefer to exchange it for another Phase, please fill out and return the sheet For Teachers Who Cannot Teach This Phase to the Curriculum Center.

Step 4: Fill out the Evaluation Sheet column in the Phase as you are reading or teaching the Phase. If you do not have any negative comments about the activity, leave the Evaluation Sheet column blank.

Step 5: After you finish teaching the Phase, please complete the Overall Evaluation. Be sure to fill out your name and school address.

Step 6: As soon as you finish Steps 4 and 5, tear out the Evaluation Sheet columns and the Overall Evaluation and send them back together to the Curriculum Center using the return envelope provided by the Center.

STUDENTS' DATA FORM

INSTRUCTIONS

Please read these instructions carefully before continuing.

1. STUDENT'S IDENTIFICATION NUMBERS:

   Make a list of the students in your class and assign each student an identification number (0-99). Give this identification number on the Students' Data Form. Keep your list of students' identification numbers in the event that additional information is needed at some future date.

2. DATE OF BIRTH:

   Give student's month, day and year of birth.

3. SEX:

   Indicate student's sex (male or female - M or F).

4. I.Q. (OR MENTAL AGE):

   Give the most recent estimate of student's I.Q. Give the mental age only if the I.Q. is not available.

5. TEST ON WHICH INTELLIGENCE ESTIMATE IS BASED:

   Give the name of the test on which the I.Q. or M.A. is based.

6. MONTH AND YEAR I.Q. TEST WAS ADMINISTERED:

   Give the month and year of the test on which the answer to #4 was based.

7. ETHNIC BACKGROUND:

   Indicate student's ethnic background.

8. OCCUPATION OF HEAD OF HOUSEHOLD (H.H.):

   Indicate the occupation of the H.H. e.g., carpenter, accountant, factory worker, unemployed, etc., with which the student lives. Be as specific as possible.

   If this information is not known, please write NK in the appropriate box.

9. EDUCATION OF HEAD OF HOUSEHOLD (H.H.):

Indicate the highest degree held, or the number of school years completed by placing the H.H. in one of the categories given below.

1. Received graduate degrees.
2. Completed college.
3. Completed high school.
4. Completed ninth to eleventh grade.
5. Did not complete ninth grade.

10. LANGUAGE SPOKEN AT HOME (OTHER THAN ENGLISH):

Indicate any language (other than English) which is spoken in the student's home.

11. URBAN OR RURAL AREA OF RESIDENCE:

Indicate whether the student lives in an urban or rural area. An urban area is defined as any incorporated area (town, village, borough, etc.) with a population of 2500 or more, or any unincorporated "urbanized area" containing 2500 or more people with a population density of 1500 or more people per square mile.

12. UNUSUAL PHYSICAL, EMOTIONAL OR SOCIAL PROBLEMS (IN ADDITION TO MENTAL RETARDATION):

Indicate whether the student has any outstanding emotional or physical disabilities. (Include any known neurological damage which may underlie his intellectual disability.) Reports of emotional or neurological damage should be based upon a specialists' evaluation, i.e., social worker, psychologist, psychiatrist, neurologist and other team members.

11.

STUDENTS' DATA FORM

Teacher's Name: School: Date:

Student's Identification No.	Date of Birth	Sex (1)	I.Q. (or Mental Age) (2)	Test (3)	Year Test Was Administered (4)	Ethnic Background (5)	Occupation of Head of Household (6)	Education of Head of Household (7)	Language Spoken at Home (Other than English) (8)	Urban or Rural Residence (9)	Any Unusual Physical, Emotional or Social Problems (In Addition to Mental Retardation) (10)	(11)

TEACHERS' DATA FORM

TEACHER'S NAME:_____ DATE:_____

SCHOOL NAME AND ADDRESS:_____

_____

* * * * * * * * *

SEX:_____

AGE (CHECK ONE):

_____Below 25

_____25-30

_____ 31-35

_____ 36-40

_____ 41-50

_____ Over 50

HIGHEST DEGREE HELD:_____

MAJOR AREA:_____

TRAINING IN SPECIAL EDUCATION (CHECK ONE):

_____ Degree in Sp. Ed. and/or Certified

_____ Received at Least Some Training

_____ Did not Receive Training

YEARS OF EXPERIENCE IN TEACHING

(a) Normal Class:_____

(b) Special Class:_____

CURRENT TEACHING LOAD (CHECK ONE):

_____Teaches Full Time

_____Teaches Part Time

DO YOU RECEIVE ANY SUPERVISION?_____

(If yes, please answer the following two questions:)

(a) Who is your Supervisor?

Name:_____

Title:_____

(b) How often is supervision provided? (check one)

_____Once a Week

_____Once Every Two Weeks

_____Once a Month

_____Once Every Two Months

_____Once Every Four Months

_____Twice a Year

_____Once a Year

_____Less than Once a Year

IF YOU HAVE PREVIOUSLY PARTICIPATED IN FIELD TESTING THIS CURRICULUM, PLEASE CIRCLE THE LETTER OR NUMBER OF EACH PHASE WHICH YOU HAVE USED, EVALUATED, AND RETURNED TO TO CURRICULUM CENTER.

A B 3 4 5 6 7 8 9 10

CLASSROOM DATA FORM

(Designation)	(Definition)
CLASS TYPE (CHECK ONE)	
___ Educable MR	As defined locally by the school system.
___ Trainable MR	As defined locally by the school system.
___ Mixed	As defined locally by the school system.
___ Institutionalized MR	Located in an institutional setting.
___ TMR	Sample type within institutional setting.
___ EMR	Sample type within institutional setting.
CLASS LEVEL (CHECK ONE)	
___ Pre-primary	As designated by school system or institution.
___ Primary	As designated by school system or institution.
___ Low	Where there is this breakdown, it should be
___ High	noted. (In both high and low.)
___ Intermediate	As designated by school system or institution.
SCHOOL LOCATION (CHECK ONE)	
___ Inner City	Highly congested area marked by poverty and signs of deterioration.
___ Urban	High-density metropolitan area of population over 50,000.
___ Suburban	A moderate-density area contiguous with an urban area, e.g. a commuter area.
___ Rural	Population less than 5000, and is more than 25 miles from a metropolitan area.